

## "Women and TV Advertising"

**Sue:** You know, Alan, I've just been looking at some research stuff concerning women and TV advertising, and it seems that after nearly 40 years of feminism, women in TV advertising are still being stereotyped. A bit depressing, isn't it?

**Alan:** You mean the old story of objects or slaves? Come on, Sue, things have changed, haven't they?

**Sue:** I don't think so. You see, you either find these beautiful, Hollywood-style blondes or the little women devoted to household chores.

**Alan:** Well, if marketers put their faith in the stereotype, it is because it obviously works, doesn't it? I mean, if we consider the cost of TV ads or the amount of advertising budgets of some firms, they must think twice before launching a publicity campaign.

**Sue:** Well, you are probably right. But I can't endure this man's world any longer. I can stand having such views imposed on me. Why do they ignore the image of the new woman who is financially independent, who is no longer tied to her kitchen sink?

**Alan:** Oh, but they don't, Sue, they don't! I can assure you. I can think of successful commercials where the woman is featured as an emancipated person, equal to the male. He advertises about shampoos or chewing-gums or even cars. You can see a man and a woman. Believe me, they are perfectly interchangeable, no difference at all! No Sue, there are many commercials of that type.

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**Sue:** You are giving nice examples that everybody knows. But I do believe there are still the exception rather than the rule. I can remember lots of commercials where women are blondes, slim, under 30 conforming to the male ideal.

**Alan:** On this again, you're a bit hypersensitive, Sue. Don't you see that male actors in TV commercials are often dark-haired, the Italian type? Doesn't that mean that women too have their ideal?

**Sue:** Why not, after all? But women are still almost always in the passenger seat when the couple is together, and they are rarely featured as bank managers or university professors.

**Alan:** Well, advertising is made for a vast majority of viewers, and commercials reflect the facts of life...

**Sue:** If it is a reflection of society, you must acknowledge that there is a lot of discrimination against women...

**Alan:** That's right, unfortunately. But you can't expect commercials to play a role in social progress. I mean, to be the agent of social change, can you?

**Sue:** No, of course not, but they shouldn't strengthen the TV watcher's view that our world must be male-dominated. Do you know that in Scandinavian countries, in Sweden particularly, they see to it that women are given exactly the same role in identical commercials? There's probably something to be learned from this.

**Vocabulary:** Circle the best choice, according to context (2.5 pts.)

1. "obviously" means: certainly / evidently / finally
2. "tied" means: connected / detached / placed
3. "buried" means: hidden / understood / represented
4. "acknowledge" means: admit / know / realize
5. "strengthen" means: accept / weaken / consolidate

**Comprehension:** answer the following questions fully, using your words as far as possible (4.5 pts.)

1. Why is Sue so depressed today? (1 pts.)

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1. Why is Sue so depressed today? (1 pts.)

2. Does Alan share her views? (1 pts.)

3. Do you think that the images of women, as conveyed by Moroccan media, have improved or are they still stereotypical? (2.5 pts.)

## Section Two: Grammar and Structure (8 pts.)

1. Turn the following sentences into the passive voice (1 pts.):

1. Scientists test most new drugs extensively before they go on sale.

3. Do you think that the images of women, as conveyed by Moroccan media, have improved or are they still stereotypical? (2-5 pts.)

## Section Two: Grammar and Structure (8 pts.)

1. Turn the following sentences into the passive voice (1 pt.):

1. Scientists test most new drugs extensively before they go on sale.

2. The Romans built a trading post in Chellah.

3. Phrasal Verbs: fill in the blanks with the appropriate phrasal verb (1 pt.):

- I had to \_\_\_\_\_ my neighbour's dog while he was away.  
A/ look after      B/ do without      C/ take up

- Many people \_\_\_\_\_ to Mr. Mandela as a defender of human rights.  
A/ look up to      B/ get up      C/ stand up

- Quantifiers: Circle the correct quantifier or distributive from the given (1 pt.)

was disappointed when I lost my suitcase, but I realized that (many, enough, none) of my best dresses was in it.

universities are getting (many more, less, plenty of, much more) students every year. Thus, (much more, fewer, no more, some more) teachers are needed.

Universities are getting (many more, less, plenty of, much more) students than previous years. Thus, (much more, fewer, no more, some more) teachers are needed.

4. Articles: Insert a, an, or the where necessary. If no article is needed, @ (1 pt).

Robin Hood is \_\_\_\_\_ legendary hero that \_\_\_\_\_ children learn about \_\_\_\_\_ story books.

He used to take \_\_\_\_\_ money from \_\_\_\_\_ rich and give it to \_\_\_\_\_ poor.

5. Tenses: Choose the appropriate verb form to fill the blank in each following sentences (2 pts.):

Tom and Mary \_\_\_\_\_ much time to entertain their friends recently.  
A/ have not had B/ have not been having C/ did not have D/ had not been having

He used to take \_\_\_\_\_ money from \_\_\_\_\_ rich and give it to \_\_\_\_\_ poor. What patience!

5. Tenses: Choose the appropriate verb form to fill the blank in each of the following sentences (2 pts.):

Tom and Mary \_\_\_\_\_ much time to entertain their friends recently.  
A/ have not had B/ have not been having C/ did not have D/ had not been having

He \_\_\_\_\_ that jigsaw puzzle for hours. What patience!  
A/ had done B/ will be doing C/ has done D/ has been doing

In 1970, the Canadian scientist George Kell \_\_\_\_\_ that warm water freezes more quickly than cold water.  
A/ proving B/ proved C/ has proved D/ proves

Superconductors are special materials that \_\_\_\_\_ electricity and do not create any electrical resistance.



6. Complete the following sentences, using one of the following connectors: however; on account of; whether; until; providing; in spite of; although; unless; and otherwise (2 pts.)

1. ....he was overworked, he was always willing to help other people.
2. ....disheartened you may feel, you mustn't give up the fight.
3. ....his being a communist, the Americans wouldn't give him a visa.
4. ....today or tomorrow, you must ring her up!
5. Don't be late; ....., we'll be gone.

### Section Three: Composition

Write a short but competent paragraph on ONE of the following topics (5 pts.)

1. Describe your most memorable high-school teacher. (Descriptive)
2. My first day at primary school..... (Narrative)
3. Should richer countries stop spending money on armament and devote their energy to helping poor countries? (Argumentative mode)